PORTRAIT OF EMPLOYING SOCIAL MEDIA AS ENGLISH LEARNING ASSISTANCE TO BUSINESS ADMINISTRATION STUDENTS BEFORE AND DURING COVID-19 PANDEMIC

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Abstract: This article is about the description of applying social media assisted English learning to Business Administration students before and during Covid-19 pandemic. The purpose of this study is to explain English proficiency, listening ability, and reading comprehension as a result of making use of social media as learning aid before and during Covid-19 pandemic. Quantitative descriptive method used for research methodology. 501 data of four years Business Administration students' TOEIC (Test of English as International Communication) test scores were collected from 2018 to 2021. These data were analysed using Excel Quantitative Descriptive Statistics Program. The result was the decline of average scores of the English Proficiency, listening, and reading comprehension in online learning during Covid-19 pandemic. The conclusion was the use of social media as learning support was more beneficial when it was done under the teacher's control. It was also good assistance for the high proficiency level students but a great challenge for the low proficiency students.

Keywords: *Covid-19, English proficiency, listening, reading, social media.*

INTRODUCTION

This research focuses on the effectiveness of using social media in English Proficiency before and during Covid-19 pandemic. Since internet connection invention, learning implementation has been familiar with making use of social media as learning support. Its use has been escalating since March 2020 as all education institutions have implemented their own answers to the emergency situation. (Altbach & De Wit, 2021) stated that this COVID-19 pandemic generates both challenge and opportunity for all social entities to learn from the understandings of the past one-and-a-half years and triggers the respond of finding social and educational issues systematically that were compounded by the pandemic. It causes the fact that face to face learning should be shifted to online learning, including learning of English. Students rely more on internet connection for supporting learning as the fact of internet connection has been part of daily activities.

There are 71 countries in five continents utilizing educational technologies of all sorts to provide remote learning opportunities for students while schools are closed

as a result of the COVID-19 pandemic' (World Bank, 2020). UNESCO strengthens this publication by (Altam, 2020) announcing the long list of e-learning platforms from around the world. For Asia and the Pacific region, 34 countries using e-learning platform for continuing learning process during Covid-19 pandemic. Indonesia launches four e-learning education platforms; Radio Edukasi, Rumah Belajar, SPADA, TV Edukasi, and (World Bank, 2020) mentioned two more platforms; Ruangguru and Zenius. On the other hand, people also use social media such as YouTube (Wattenhofer, Wattenhofer, & Zhu, 2012, p. 9) including education society to facilitate learning (Alkathiri, 2019)

This situation triggers researchers' reactions to reveal the veil of learning practice during pandemic situation. Initially, research on the social media effectiveness toward education was done by (Chowdhury, 2019). It is explained that YouTube is mainly an entertainment channel for the students. They browse educational channel when they need to get information as directed by the teachers. (Nofrika, 2019) also reported that YouTube accelerated speaking skills, listening skills, pronunciation, vocabulary, and grammar. Another report stated that "YouTube is the most used social media platform for learning the English language" (Altam, 2020). He also announced that social media both empowered students' vocabulary enrichment and spelling accuracy escalation. On the other hand, another research confirmed that social media was effective for theoretical and theoretical practical courses but fruitless in the area of practice courses and distance field courses (Nadeak, 2020). This showed that learning through social media not only provide positive impact, enormous English learning content and providing comfortable language learning environment, but also negative impact such as content inappropriacy and internet connection (Safitri, 2021). Additionally, the trivial impact of social media reminded by (Rahim & Ali, 2021) who described that there was "no significant difference between the mean scores of GPA in the academic performance of students using different types of social media".

To sum up, social media provides both huge amount of English learning content and unsuitable contents educationally. It is also stated that social media is effective for strengthening speaking, listening skills, pronunciation, vocabulary, grammar, theoretical and theoretical practices courses but not for practice, field courses and GPA scores.

Based on the previous research findings on social media contribution to language education and the required learning continuation during Covid-19 pandemic situation, learning English using social media is essential. Based on previous reports, it is likely the publication of the use of social media for English proficiency, listening, and reading comprehension has not yet made. So, this paper exposes effectiveness level of using social media in the area of English Proficiency before and during Covid-19 Pandemic. It describes the use of YouTube for learning listening and reading comprehension.

Therefore, the purpose of this research is recounting the use of YouTube for learning assistance to the alteration of students' English Proficiency of Business Administration Study Program of Politeknik Negeri Sriwijaya before and during Covid-19 pandemic. In detail, the purposes are:

1. Summarizing the use of social media (YouTube) as English learning aid before and during Covid-19 pandemic.

2. Describing the result of making use of social media as listening practice assistance before and during pandemic time.
3. Portraying the result of making use of social media as reading practice before and during pandemic time.

METHODOLOGY
This section gave details of History of social media and position of YouTube in social media, YouTube as an alternative students' learning aid, English proficiency, Standardized test, research methodology, Design and procedure, Data collection and Analysis.

History of social media and position of YouTube in social media
It was a decade ago, when social networking sites started springing up in social media. It enables individuals and organizations to transform their interaction, sharing wide and various interests including in education, from mainly texting to text combined with pictures, and even video. In 2001, fotolog, sky blog and Friendster were launched, then in 2003, MySpace, LinkedIn, lastFM, tribe.net, Hi5 etc. In 2004, popular names like Facebook Harvard, Dogster and Mixi evolved. During 2005, big names like Yahoo!360, YouTube, cyword, and Black planet all emerged (Edosomwan, Prakasan, Kouame, Watson, & Seymour, 2011). Furthermore, (Ellison & Boyd, 2013) specifically distinguish social network sites as communication platforms that offer users unique profiles, public connections, and the ability to create and consume user-generated content (and do consider Twitter and YouTube social network sites). Therefore, social media is the term often used to refer to new forms of media that involve interactive participation (Manning, 2014)

The most popular accounts of social media, Facebook, Twitter and YouTube, offer anyone with necessary knowledge and provides the opportunity to communicate across the globe (Hogan & Quan-Haase, 2010). Furthermore, since its launching in San Bruno, California 2005. YouTube is "the world's most popular online video community" (Edosomwan, Prakasan, Kouame, Watson, & Seymour, 2011). It enables people to connect, inform, and inspire others across the globe and acts as a major distribution platform for original content creators and advertisers, large and small. YouTube displays a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur content such as video blogging and short original videos. The site grew rapidly, and in July 2006, the company announced that more than 65,000 new videos were being uploaded every day, and that the site was receiving 100 million video views per day (YouTube, 2005).

YouTube as an alternative students' learning aid
Since March 2020 all educational institutions have implemented their own answers to the emergency situation. Most people might agree with the benefit of utilizing internet connection for supporting learning. Social media are increasingly visible in higher education settings as instructors assume that technology can mediate and enhances their instruction as well as promote active learning for students. Many scholars argue for the purposeful integration of social media as an educational tool (Tess, 2013). On the other hand, there is insufficient information yet about the

learning outcomes during this exceptional period. Doubt about how well the online learning outcome is still hanging over us.

YouTube is one of potential forms of social media for learning. Currently, it is the second largest search engine in the world. The wide range of topics covered by YouTube has turned video sharing into one of the most important parts of Internet culture. Education entities can capitalize on this social media site by uploading informational videos about learning activities or services that they offer or creating uniquely entertaining ads that users share with their education communities. In addition, YouTube provides opportunities for educational institutes to share education contents with the entire world.

English Proficiency.

Learning English in whatever learning techniques employed, the main goal is proficiency. Thus, it is worth unpacking the notion of 'proficiency', due to the fundamental role it plays in language teaching, learning, and assessment. It is generally recognized that the concept of proficiency in a second or foreign language comprises the aspects of being able to do something with the language ('knowing how') as well as knowing about it ('knowing what') (Harsch, 2017). Accordingly, language proficiency encompasses a language learner's or user's communicative abilities, knowledge systems, and skills. One widely accepted definition stated that proficiency refers to 'what someone can do/knows in relation to the application of the subject in the real world' (Council of Europe, 2000). Listening forms the concrete basis for the complete language proficiency (Renukadevi, 2014). Reading proficiency requires three sets of interrelated skills that develop over time: language and communication, mechanics of reading, and content knowledge (Connors-Tadros, 2014) and closed related to the reading skills that is revealed by standardized reading test (Hellekjær, 2009),

Standardized Test

Standardized achievement tests usually take long time of period to design. These tests have particular standard procedure of managing and scoring. It is meant to minimize error and strengthens reliability which increases score reliability (Kubiszyn & Borich, 2013). This kind of test has been conducted periodically in many countries (Riffert, 2005). There are lots of standardized tests conducted in Indonesia by educational entities, including Politeknik Negeri Sriwijaya. The end of academic year, the last semester students of Politeknik Negeri Sriwijaya have done standardized test, TOEIC. The implementation has been done by collaboration between ETS (Educational Testing Service) and Politeknik Negeri Sriwijaya. ETS administered the test procedure technically including scoring process and Politeknik Negeri Sriwijaya provided test venue.

The TOEIC (Test of English for International Communication) is one of the English language proficiency tests for people whose native language is not English. This test is concentrated on measuring English proficiency in workplaces throughout the world (Damayanti & Gafur, 2020). Two kinds of TOEIC tests are receptive English skill test and productive English skill test. Politeknik Negeri Sriwijaya students took receptive English skill test, which was concentrated on examining listening and reading capabilities.

Research Methodology

Word 'Research' comprises of two words = Re+Search. It means to search again. So research means a systematic investigation or activity to gain new knowledge of the already existing facts (Pandey & Pandey, 2015). Research in science education is to discover the truth (DANIEL, 2016) In doing so, the combination of interpretation and practices is crucial. Various research approaches are carried out based on data collection and proper analysis. Therefore, research methodology is an organized activity to learn the truth based on the facts which is examined systematically. This research applied quantitative descriptive statistics for data analysis. Quantitative descriptive research focused on describing and understanding details of the sample.

Design and Procedures

Among the three research methods, this study applies quantitative method to get the answers of its purposes which is describing students' English proficiency. In this research completion, the excel descriptive statistics program was used to help the data analyze. This program provided the statistical calculation to be interpreted that led to the decision or conclusion.

Data Collection and Data Analysis

Population in this research was 843 (students of the Business Administration Department, Politeknik Negeri Sriwijaya). Sample was 501 (all students of Administration Study Program, Politeknik Negeri Sriwijay). Data collection used documentation technique. The document issued by ETC that records TOEIC test scores in the year of 2018, 2019, 2020, and 2021. There were 501 data of this research to analyzed. The statistical analysis therefore concentrates on presenting mean scores to know the average students' English capability; mode score to see the frequent level at which the students mostly were, and range score to identify the difference between the most proficient and the least proficient students.

Analysis procedure was done in four steps. First, data were collected from the English Department office of Politeknik Negeri Sriwijaya. They were proficiency test results of the academic year of 2018, 2019, 2020, and 2021 which was 501 data altogether. These data were information of English proficiency, listening ability, and reading comprehension. TOEIC scores were classified into six categories of TOEIC Can-Do Level Table, they are: Novice (score for 10 – 250), Elementary (score for 255 – 400), Intermediate (score for 405 – 600), Basic Working Proficiency (score for 605 -780), Advance Working Proficiency (score for 785 – 900), and General Professional Proficiency (score for 905 – 990).

Second, all the data were divided into two groups, data group one is of before and data group two is of during Covid-19 pandemic. Group one is data from 2018 & 2019 and group two is ones from 2020 & 2021. These data comprise information about English proficiency, listening, and reading comprehension, which were sorted from the highest to the lowest score. Therefore, there were four data groups that was arranged based on the score level, started from the highest score to the lowest score.

Third, statistical analyses started. Initially data of 2018 were calculated using Excel descriptive statistical program to get the result and graph of data configuration.

Then, this action was repeated until all other three groups (data of 2019, 2020, and 2021) were computed.

The last is interpretation of the results and graph produced by this Excel program. The competency analyses were based on TOEIC Can-Do Level Table and trend descriptions supplied by the Excel descriptive statistics program.

FINDINGS AND DISCUSSION

Findings

There were three findings concerning with the three purposes of this study.

1. Summarizing the use of social media (YouTube) as English learning aid before and during Covid-19 pandemic.
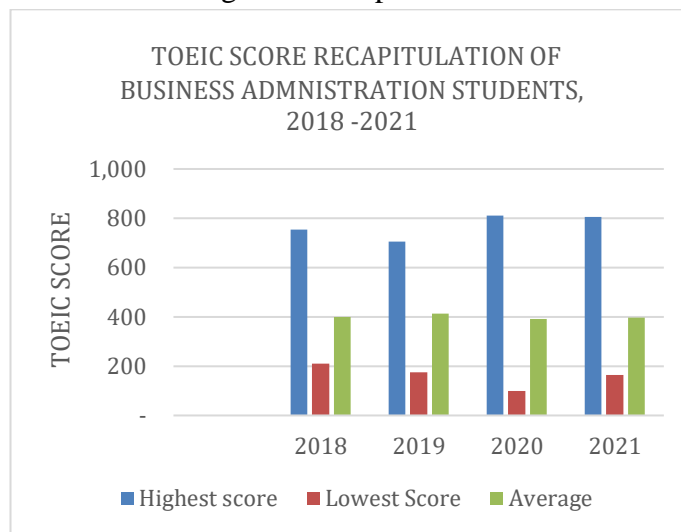
Bar Graph 1

The result showed in graph 1 was declining trend, from above 700 to 700 score out of 990, of the highest scores, blue color, before Covid-19 pandemic (2018 and 2019) and constant tendency, on the level of 800 score, of the highest scores during pandemic (2020 and 2020). For the lowest scores, brown color, before Covid-19 pandemic (2018 and 2019) were around 200 score. During Covid-19 pandemic (2020 and 2021) the lowest score were less than 100 score and around 170 score. The average scores were about 400 both before and after pandemic.

2. Describing the result of making use of social media as listening practice assistance before and during pandemic time.

RECAPITULATION OF LISTENING COMPETENCE
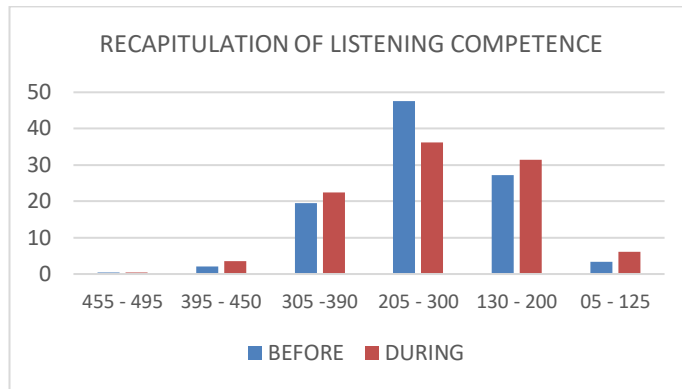
Bar Graph 2

Students' achievement in listening skill before and during pandemic time, blue color, were dominated by score of 205-300 out of 495. During pandemic period, score sets of 395-400 and 305-450 increased compared to the time when pandemic incidence. The low score groups, 130-200 and 05-125, increased during pandemic time.

3. Portraying the result of making use of social media as reading practice before and during pandemic time.

RECAPITULAION OF READING PROFICIENCY
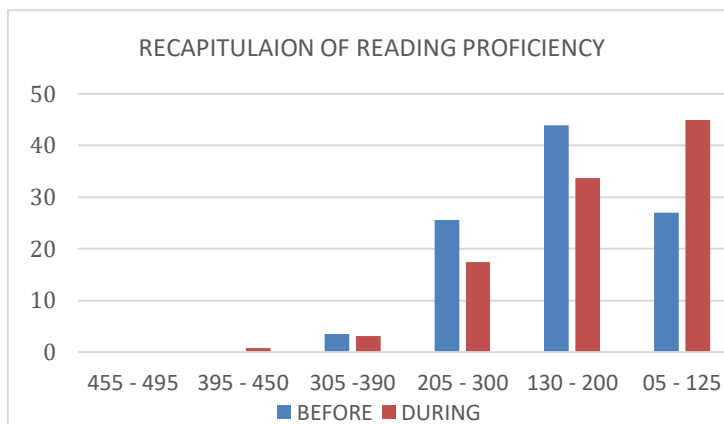
Bar Graph 3

Students' reading scores were dominated by 130-200 before pandemic phase, blue colour, but 05-125 during pandemic stint, maroon colour. The decreased scores during pandemic time showed in the scores of 305-390, 205-300, 130-200. The score of 395-450 emerged during pandemic period.

Discussion

Before pandemic period students of Business Administration Study Program have already done mix learning, using social media platform (YouTube) and conventional face to face learning. There were 501 data comprises two groups; before and during Covid-19 pandemic. The first group was data before the pandemic (111 data from 2018 and 132 data from 2019). The second group was one that came during pandemic (130 data from 2020 and 128 data from 2021). So, these data were presented to describe English proficiency, listening capability, and reading

competence. English proficiency, both before and during pandemic time, were also explained by using CEFR in order to clarify the capability the students might have in their daily lives.

Purpose one is outlining social media utilization as English learning aid before and during Covid-19 pandemic.
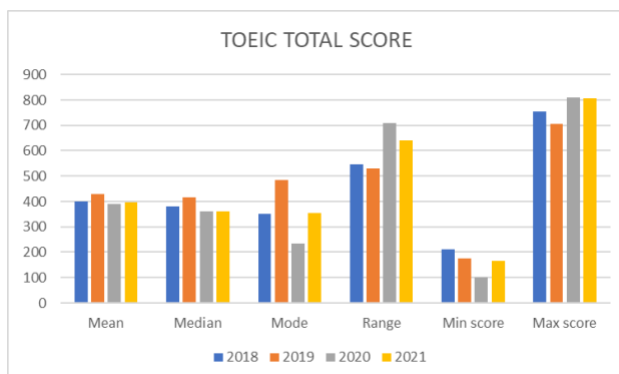
Bar Graph 4

Bar graph 4 illustrated the portrait of English proficiency in the years of 2018 and 2019 when face to face learning was conducted, whereas 2020 and 2021 presented the year when English proficiency was assessed during pandemic time. Mean (in the bar chart 1) exposed the average score of students' English proficiency. Initially, the first year of pandemic time weakened a lot after it was recorded a rising test result just before pandemic time. In the second year of pandemic, students' English proficiency started improving. Then the term mode, in the bar chart 4, described the majority of students' capability. In 2019, most students' capability reached high scores which was almost 500. It exceeded the target score (450) of the study program. However, in the first year of pandemic it jumped down to a very low score, just above 200. It caused a wide gap between highest level students with the lowest level students in 2020. It was indicated by the high "range" in the table 1. The detail explanation presented by interpreting table 1 below.

Table 1. TOEIC total score

TOEIC TOTAL SCORE				
Analysis	2018	2019	2020	2021
Mean	401	429	391	398
Median	380	415	360	360
Mode	350	485	235	355
Range	545	530	710	640
Min score	210	175	100	165
Max score	755	705	810	805
Data	111	132	130	128

It can be seen that the number of average score (shown by "Mean" in table 1) increased slightly from 401 in 2018 to 429 in 2019 before pandemic but during the pandemic it fell to 391 in 2020 and slightly raised to 398 in 2021. It showed the decrease of English proficiency. Moreover, most students (indicated by "Mode" in table 1) were in the elementary level in 2018 (score of 350) and increase to intermediate level in 2019 (score of 485) but drastically fell down to novice level (score of 235) in the first year of pandemic time but rises to the elementary level

(score of 355) in the second year of pandemic period. Additionally, the differences between high-level and low-level students (showed by "Range" in table 1) led to a wider level score discrepancies from 545 in 2018 and 530 in 2019 to 710 in 2020 and 640 in 2021. Overall, it can be seen that the decline of student English proficiency during two years pandemic period showed by the rise of the gap between high-level and low-level students.

Purpose two is describing the result of making use of social media as listening practice assistance before and during pandemic time.
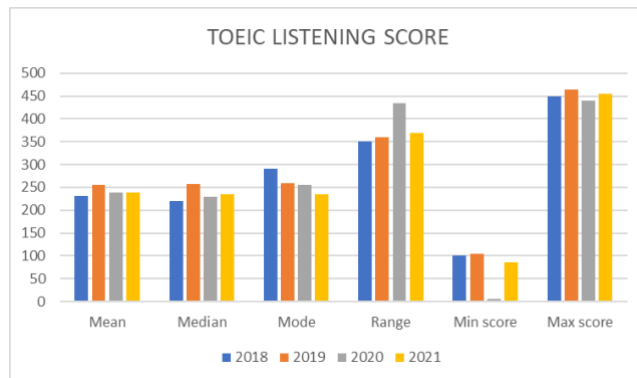
Bar graph 5

Bar graph 5 was the detail description of bar graph 2. In this bar graph, the listening average score (Mean) showed reduction compared to the one before covid-19 pandemic (brown colour/2019). Furthermore, most students listening capabilities (Mode) constantly declining from 2018 to 2021. The wide gaps of high level with low level score (Range) grew larger signalled by grey and yellow colour. It is due to the minimum score was below 25 in 2020 and about 80 in 2021. Whereas maximum score reached around 450 out of 495. It could be assumed that low level students experienced challenging situation that affected to their learning achievement. It could be impacted from the readiness for adjusting with the sudden change that happened just instantly. They were in confusion in managing their new learning situation, online learning.

Table 2

TOEIC LISTENING SCORE				
Analysis	2018	2019	2020	2021
Mean	231	256	239	239
Median	220	258	230	235
Mode	290	260	255	235
Range	350	360	435	370
Min score	100	105	5	85
Max score	450	465	440	455
Data	111	132	130	128

Table 2 showed detail description of bar graph 5. The students' listening competence at which learning system adopted social media over four-year period from 2018 to 2021 was in decreasing trend. The figures provide scores of data. The trends over time illustrated that listening competence (Mean) was in the area of intermediate level all over 4-year period, two years before (score of 231 in 2018 and score of 256 in 2019) and two years during (score of 239 in 2020 and score of 239 in

2021) pandemic time. Most of the students (Mode) were also in intermediate level during 4-year time span (score of 290 in 2018, score of 260 in 2019, score of 255 in 2020, and score of 235 in 2021). The widest deviation span (Range) arises in the first year of pandemic period (435 score points in 2020) and slightly shrink in the second year of pandemic period (370 score points in 2021). They were still wider compared to the ones before pandemic time.

Purpose three is portraying the result of making use of social media as reading practice assistance before and during pandemic time.
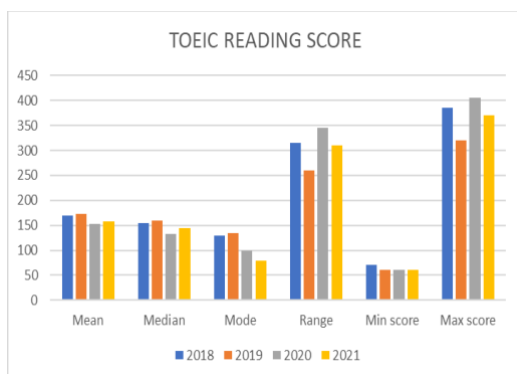
Bar graph 6

The graph shown that there was declining trend in the students' reading competence (Mean) during these recent four years. The patterns were interesting as they formed two similar levels before and during pandemic period. However, they informed us that there was regression in students reading comprehension. Furthermore, the most students' comprehension scores (Mode) suffered from the online learning during pandemic. What was striking in this graph was the steady decline of the number of students' reading competence. The score difference between high and low-level students demonstrated fluctuation pattern but still in the area of big score points around 325 – 400 out of 495 score points. It was caused by the low students stood still in the score of 60 but the high-level students were swaying around 325 to 400. The dynamic movement of high-level students' scores drew attention of pursuing answer.

Table 3. TOEIC Reading Score

TOEIC READING SCORE				
Analysis	2018	2019	2020	2021
Mean	170	173	152	158
Median	155	160	133	145
Mode	130	135	100	80
Range	315	260	345	310
Min score	70	60	60	60
Max score	385	320	405	370
Data	111	132	130	128

Students' reading comprehension scores in table 3 as detail explanation of bar graph 6. "Mean" in this table showed average score of reading comprehension test before and during Covid-19 pandemic. The decline occurred, from around 170 went down to around 150 out of 495, in online learning during pandemic period (2020-2021). Its capability is one third of the expected aptitude. Furthermore, the largest

score configuration (Mode) was score of 130 in 2018, score of 135 in 2019, score of 100 in 2020, and score of 80 in 2021). This steady weakening stopped at score of 80 in 2021. It was the condition that needed serious attention as it was one fifth of the projected score. The difference between highest score and lowest score (Range) had reduced successfully from 315 points in 2018 to 260 points in 2019. On the other hand, it went wider again during Covid-19 pandemic that was from 260 before pandemic (2019) to 345 points in 2020 and 310 points in 2021). The fluctuation was in highest scores, it moved from 385 and 320 (before pandemic) and went up to 405 then weaken to 370. This phenomenon provided an explanation that high-level students worked hard to conquer their learning problem even in the challenging time of the pandemic. Shifting from face-to-face class model to online learning had positive effect to their learning. They succeeded in making use of YouTube as learning assistance.

CONCLUSION AND SUGGESTION

The use of social media as learning support is more beneficial when it is done in face-to face class. During the online class, it showed the declining trend of students' English proficiency, listening ability, and especially in reading competence. On the other hand, social media (YouTube) is a good learning assistance for the high proficiency level students as the maximum scores during pandemic were still at the top level of expected achievement (755 in 2018, 705 in 2019, 810 in 2020, and 805 in 2021 out of 990). It described that their learning assistance (YouTube) gave positive result before and during pandemic time. For listening skill, high level students got 450 (2018), 465 (2019), 440 (2020), and 455 (2021) out of 495 score. It was the evidence that social media was good learning assistance to good learners. In the area of reading comprehension, high level students obtained 385 (2018), 320 (2019), 405 (2020), and 370 (2021) out of 495 score. It was an indication that online learning was not a problem for high level students. Even in the first year of pandemic the highest score had been recorded. It was an approval of usefulness of learning assistance used by students.

On the other hand, YouTube as learning assistance worked insignificantly for low level students. Their English proficiencies were 210 (2018), 175 (2019), 100 (2020), and 165 (2021) out of 990 score. For listening competence scores were 100 (2018), 105 (2019), 5 (2020), and 85 (2021) out of 495 score. Their reading comprehension score were 70 (2018), 60 (2019), 60 (2020), and 60 (2021) out of 495 score. Therefore, the conclusion was online learning was a great challenge for the low proficiency students. It was in line with the opinion of Rector of ITB "*Rektor Institut Teknologi Bandung (ITB) Reini Wirahadikusumah mengatakan atmosfer akademik tidak bisa tercapai dengan pelaksanaan pembelajaran jarak jauh*." (Prima, 2021)

The implication for this phenomenon was two actions. The more learning guidance and close control during learning process and preparing students' readiness for online learning. Recommendation for further research will be about the students' readiness for online class to uncover the reasons of being clog up in learning.

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Murwani Ujihanti is a teacher of English who likes observing phenomenon occurred in her teaching environment. Her focus of attention now is learning in the challenging situation due to Covid-19 pandemic. This recent work is her concerned expression of the fact faced by her students who suffer from the impact of learning condition sudden shift.